

# 2017-18 Desk Audit - Public Districts

## Board Policies

### Guidance Regarding All Board Policies:

The Iowa Association of School Boards ([IASB](#)) sample policies indicated below are provided as a reference only. While it is common to find districts that use this service from IASB, there is no requirement that a district do so. If a district does use the IASB samples, care should be taken to "localize" the content to assure alignment with district practices.

### 1. The board adopted policies that address the following content:

#### \_\_\_\_\_ a. Student responsibility and discipline, including the following:

##### Guidance:

The student responsibility and discipline policies required under this section shall ensure due process rights for students and parents.

Section 279.66 to the Code of Iowa (Discipline and Personal Conduct Standards) requires the board of directors to review and to modify existing student discipline and conduct policies. "The policy shall specify the responsibilities of students, parents and guardians, and practitioners in creating an atmosphere where all individuals feel a sense of respect, safety, and belonging, and shall set forth the consequences for unacceptable behavior. The policy shall be published in the student handbook."

#### \_\_\_\_\_ 1. Use of tobacco (RD1.2) 281—IAC 12.3(6).

##### Guidance:

IASB Sample Policy: 502.7 and 905.2 (Tobacco/Nicotine-Free Environment)

#### \_\_\_\_\_ 2. Use or possession of alcoholic beverages or any controlled substances (RD1.3) 281—IAC 12.3(6).

##### Guidance:

IASB Sample Policy: 502.7

#### \_\_\_\_\_ 3. Violent, destructive, and seriously disruptive behavior (RD1.5) 281—IAC 12.3(6).

##### Guidance:

IASB Sample Policy: 503.1

#### \_\_\_\_\_ 4. Suspension and expulsion (RD1.6) 281—IAC 12.3(6)

##### Guidance:

IASB Sample Policies: 503.1, 503.2, and 503.5

#### \_\_\_\_\_ 5. Weapons (RD1.7) 281—IAC 12.3(6), Iowa Code 280.17B and 280.21B.

##### Guidance:

IASB Sample Policy: 502.6

- Evidence: upload of specific policies (or link to online versions)

# Nondiscrimination Notice

## 2. Annual and Continuous nondiscrimination notice

\_\_\_\_\_ a. Non-discrimination notification statement: annual notification in newspaper, newsletter or website that goes to all community folks (**EQD2**). *Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV-O and V.C.*

### Guidance:

Section IV-O of the OCR Guidelines for Eliminating Discrimination in Vocational Education Programs of 1979 requires recipients of federal funding operating vocational education programs to provide an annual notice of nondiscrimination prior to the beginning of each school year to students, parents, employees, and the general public.

The annual notice of nondiscrimination must include a brief summary of the recipient's career and technical education (CTE) program offerings and admissions criteria for CTE programs. It shall also include all of the protected classes; the name, title, address, telephone number and email address of person(s) designated to coordinate Title IX and Section 504 compliance; and the district's grievance procedure. Announcement of this policy of nondiscrimination must be published in forums that will allow the entire public to view it, in at least one of the following:

- Local newspapers
- District publications
- District website, and/or other media that reach the general public, including program beneficiaries, national origin persons with limited English language skills, and persons with disabilities.

If the district/agency's service area contains a community of national origin minority persons with limited English language skills, the annual notice must be disseminated to that community in its language and state that recipients will take steps to assure that the lack of English language skills will not be a barrier to admission and participation in the recipient's CTE programs.

If the district chooses to publish the annual notice on the district website, the notice must appear prominently on the home page or within one click on an obvious link (i.e., Equity or Nondiscrimination tab). If the district chooses to publish the annual notice solely on the website, the district must be reasonably assured that most community members have access to the Internet.

Program offerings and areas of study are defined as the six service areas:

- Agricultural, Food, and Natural Resources
- Applied Science, Technology, Engineering, and Manufacturing
- Arts, Communication, and Information Systems
- Business, Finance, Marketing, and Management
- Health Science
- Human Services

### **Sample Annual Notice of Nondiscrimination Policy Statement:**

The notice shall include:

The [Name of district] offers career and technical programs in the following service areas:

[List CTE Service Areas]

It is the policy of the [Name of district] Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Name, Title, Address, Phone Number, E-mail Address.

**For further guidance, visit the Iowa Department of Education website - [Equity Guidance](#)**

\_\_\_\_\_ b. Nondiscrimination notification in major written publications: Continuous notification in website, school newsletters, parent, student, employee handbooks, registration handbook, coaches' handbooks, and brochures about the district (**EQD3**). *Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV-O and V.C.*

**Guidance:**

Title IX, Section 504, and Title II regulations require that notices of nondiscrimination be made on a continuous basis. All recipients must implement specific and continuing steps to notify:

- Students and parents
  - Employees
  - Applicants for admission and employment
  - Sources of referral of such applicants
  - Unions with collective bargaining agreements
  - Participants, beneficiaries, and applicants, including persons with impaired vision and/or hearing
- The continuous notice of nondiscrimination must include all of the protected classes; the name, title, address, telephone number and email address of person(s) designated to coordinate Title IX and Section 504 compliance; and the district's grievance procedure. Continuous notice requirements may be met by prominently publishing the nondiscrimination statement in:

- Announcements
- Bulletins
- District publications
- District website and electronic publications
- Job Application form
- Local newspapers
- Newsletters
- Publications containing general information
- Registration materials
- School calendar/planner
- Staff, student, parent and coaches' handbooks
- Workplace based learning program contracts
- Written materials distributed to students and prospective students

If the district/agency's service area contains a community of national origin minority persons with limited English language skills, the annual notice must be disseminated to that community in its language and state that recipients will take steps to assure that the lack of English language skills will not be a barrier to admission and participation in the recipient's CTE programs.

It is best practice to post the continuous notice on the district website. The notice must appear prominently on the home page or within one click on an obvious link (i.e., Equity or Nondiscrimination tab).

**Sample Continuous Notification of Nondiscrimination Policy Statement:**

**The notice shall include:**

It is the policy of the [Name of District] Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Name, Title, Address, Phone Number, E-mail Address

**For further guidance, visit the Iowa Department of Education website - [Equity Guidance](#)**

- **Evidence: district website, upload of (or link to online versions) any publications noted above**

# Elementary Program

## 3. Elementary Program, Grades 1-6 (EPRO1). 281—IAC 12.5(3)

Documentation that show(s) the following areas are taught in grades 1-6. ***Note: These areas do not have to be separate courses, but they must be taught in each of the grades. The number of minutes dedicated to each area is a local decision.***

\_\_\_\_\_ a. Health

\_\_\_\_\_ b. Physical education

\_\_\_\_\_ c. Music

\_\_\_\_\_ d. Visual art

### Evidence:

A completed [health matrix](#) and master schedules for each grade (1-6) should be provided. Each schedule should be clearly labeled to indicate the grade level. Health may be integrated into other subject areas. Please complete the matrix indicating in what subject area the health content is taught. Care must be taken to assure all subject areas are included in each grade, 1-6. 281—IAC [12.5\(3\)\(a\)-\(i\)](#)

- **Evidence: upload of building(s) master schedule(s) and health content matrix**

# Junior High Program

## 4. Junior High Program, Grades 7 and 8 (JHP1). Iowa Code 256.11(4)

Documentation (i.e., master schedule) that show(s) the following areas are taught in grades 7 and 8. ***Note: These areas do not have to be separate courses, but they must be taught in each of the grades. The number of minutes dedicated to each area is a local decision.***

\_\_\_\_\_ a. Health including age-appropriate and research-based human growth and development

\_\_\_\_\_ b. Physical education

\_\_\_\_\_ c. Music

\_\_\_\_\_ d. Visual art

\_\_\_\_\_ e. Career exploration and development

**Evidence:**

Master schedules for each grade (7-8) should be provided. If a required subject area is not specified on the master schedule (e.g., Health), then download the [matrix](#) to indicate where each content specification is taught. When complete, upload the document.

**Guidance:**

These are recent changes to [Iowa Code 256.11](#). Career exploration and development shall be designed so that students are appropriately prepared to create an individual career and academic plan pursuant to section 279.61, incorporate foundational career and technical education concepts aligned with the six career and technical education service areas as defined in subsection 5, paragraph “h”, and incorporate relevant twenty-first century skills.

The health curriculum shall include age-appropriate and research-based information regarding the characteristics of sexually transmitted diseases, including HPV and the availability of a vaccine to prevent HPV, and acquired immune deficiency syndrome.

- **Evidence: upload of building(s) master schedule(s) and matrix if needed**

## High School Program

### 5. High School Program, grades 9-12 (HSP1) 281—IAC 12.5

**Guidance:**

A “unit of instruction” is a course that is taught for at least 200 minutes per week for 36 weeks or for the equivalent of 120 hours of instruction. With “regular” scheduling, a year-long course is normally the equivalent of one unit of instruction. A semester-length course is normally the equivalent of ½ unit of instruction. With block scheduling, a “block-length” course taught for one semester is usually the equivalent of one unit. The same course taught in two different semesters does not count as two separate partial or full units of instruction.

**Courses offered through concurrent enrollment CANNOT be used to meet a district’s minimum program requirements (exception: Career and Technical Education).**

\_\_\_\_\_ a. English-language arts, six units **(HSPELA2)** 281—IAC 12.5(5)(a)

\_\_\_\_\_ b. Social studies, five units **(HSPSS2)** 281—IAC 12.5(5)(b)

**Guidance:**

All students in grades 9-12 must, as a condition of graduation, complete a minimum of one-half unit of United States government, one unit of United States history, and receive instruction in the government of Iowa.

\_\_\_\_\_ c. Mathematics, six units 281—IAC 12.5(5)(c)

\_\_\_\_\_ 1. Four sequential units preparatory to postsecondary educational programs **(HSPM2)** 281—IAC 12.5(5)(c)

\_\_\_\_\_ 2. Two additional units **(HSPM3)** 281—IAC 12.5(5)(c)

\_\_\_\_\_ d. Science, five units (**HSPS2**) 281—IAC 12.5(5)(d)

\_\_\_\_\_ 1. Full unit of Chemistry (**HSPS3**) 281—IAC 12.5(5)(d)

\_\_\_\_\_ 2. Full unit of Physics (**HSPS4**) 281—IAC 12.5(5)(d)

Guidance:

Full units of chemistry and physics shall be taught but may be offered in alternate years.

\_\_\_\_\_ e. Health, one unit (**HSPH2**) 281—IAC 12.5(5)(e)

Guidance:

It is not uncommon to find a one-semester (1/2 unit) health course (e.g., Health I) offered each semester. This would not meet the “offer and teach” requirement. Note: General Health courses are not the same as Health Occupations Education courses; there is a difference in licensure requirements.

\_\_\_\_\_ f. Physical education, one unit (**HSPPE2**) 281—IAC 12.5(5)(f)

\_\_\_\_\_ 1. A minimum of 1/8 unit of PE is offered and taught each semester (**HSPPE3**) 281—IAC 12.5(5)(f)

Guidance:

All physically able students shall be required to participate in the program for a minimum of 1/8 unit each semester they are enrolled except as otherwise provided in 281—IAC 12.5(5)(f). 1/8 unit equates to 900 minutes (50 minutes per week over an 18 week semester). If the district is not providing physical education during each term (semester) and does not have a Department approved physical education waiver, the district is out of compliance. There is no requirement that physical education be taught each period of the day.

\_\_\_\_\_ g. Fine arts, three units (**HSPFA2**) 281—IAC 12.5(5)(g)

\_\_\_\_\_ 1. Fine arts instruction includes at least two of the following: dance, music, theater, and visual arts (**HSPFA3**) 281—IAC 12.5(5)(g)

\_\_\_\_\_ h. Foreign language, four units (**HSPFL2**) 281—IAC 12.5(5)(h)

Guidance:

The foreign language program shall be a four-unit sequence of uninterrupted study in at least one language. All high schools shall offer and teach the first two units of the sequence. The third and fourth units must be offered. However, the Department of Education may, on an annual basis, waive the third and fourth unit requirements upon the request of the board.

If the district is not teaching the third and/or fourth year of a foreign language and does not have a Department-approved foreign language waiver, the district is out of compliance (**HSPFL3**).

\_\_\_\_\_ i. Career and technical education (CTE), three units (**VED2**) in at least four of the six service areas (**VED1**) Iowa Code 256.11(5)(h)

\_\_\_\_\_ Agriculture, food, and natural resources.

\_\_\_\_\_ Arts, communications, and information systems.

\_\_\_\_\_ Applied sciences, technology, engineering, and manufacturing, including transportation, distribution, logistics, architecture, and construction.

\_\_\_\_\_ Health sciences.

\_\_\_\_\_ Human services, including law, public safety, corrections, security, government, public administration, and education and training.

\_\_\_\_\_ Business, finance, marketing, and management.

Guidance:

A career and technical core course may be used in more than one career and technical service area. In general, any certified career and technical instructor may teach a core course (e.g., Workplace Readiness); however, if Multi-occupations (MOC) is used as the core course, it must be taught by an instructor who holds the MOC endorsement. (VED3) 256.11(5)(h).

Whether the courses offered and taught for each service include those identified by the district within SRI and Secondary CTE Reporting Application to meet Perkins requirements will be verified.

Shared programs - Units of instruction required under 256.11(5)(h) must have students from each participating high school enrolled. Each district that sends students to a shared program with another district which is used by the sending district to fulfill the requirements of 256.11(5)(h) must have students from the sending district enrolled in the shared program. If a sending school district contracts with a receiving school district to provide a vocational program as part of the sending district's offer-and-teach requirement, the sending district is required to provide transportation. 281—IAC 12.5(16).

- **Evidence: upload of master schedule and course description book (or link to online versions)**

## Attendance Center and Course Enrollment Data

### 6. Attendance center and course enrollment data review (grades 9-12) demonstrating the following:

\_\_\_\_\_ a. Attendance center and course enrollment data disaggregated by race, national origin, gender, and disability (EQ4) are reviewed annually (EQ3). 281—IAC 12.1(1)

Guidance:

Each school district shall take affirmative steps to integrate students in attendance centers and courses. Schools and school districts shall collect and annually review attendance center, and course enrollment data. Gender segregation, racial isolation, and disability isolation do not constitute a violation of law in and of themselves. When these conditions exist, the district is required to do a review of its policies and practices to ensure that they are not contributing to isolation, to segregation, or to the denial of access to universal instruction for subgroups of students. In addition, steps must be taken by counselors and teachers to recruit students into the course, the program, or the activity. Additional guidance can be found at this link: [Attendance Center Course Enrollment](#)

- **Evidence: upload of minutes or notes from an annual review.**

**Areas to be reviewed with no additional uploads required of district.**

- **Calendar**
- **Appropriate staff licensure**



# 2017-18 Desk Audit - Nonpublic School

## Elementary Program

### 1. Elementary Program, Grades 1-6 (EPRO1). 281—IAC 12.5(3)

Documentation that show(s) the following areas are taught in grades 1-6. ***Note: These areas do not have to be separate courses, but they must be taught in each of the grades. The number of minutes dedicated to each area is a local decision.***

\_\_\_\_\_ a. Health

\_\_\_\_\_ b. Physical education

\_\_\_\_\_ c. Music

\_\_\_\_\_ d. Visual art

#### Evidence:

A completed [health matrix](#) and master schedules for each grade (1-6) should be provided. Each schedule should be clearly labeled to indicate the grade level. Health may be integrated into other subject areas. Please complete the matrix indicating in what subject area the health content is taught. Care must be taken to assure all subject areas are included in each grade, 1-6. 281—IAC [12.5\(3\)\(a\)-\(i\)](#)

- **Evidence: upload of building(s) master schedule(s) and health content matrix**

## Junior High Program

### 2. Junior High Program, Grades 7 and 8 (JHP1). Iowa Code 256.11(4)

Documentation (i.e., master schedule) that show(s) the following areas are taught in grades 7 and 8. ***Note: These areas do not have to be separate courses, but they must be taught in each of the grades. The number of minutes dedicated to each area is a local decision.***

\_\_\_\_\_ a. Health including age-appropriate and research-based human growth and development

\_\_\_\_\_ b. Physical education

\_\_\_\_\_ c. Music

\_\_\_\_\_ d. Visual art

**Evidence:**

Master schedules for each grade (7-8) should be provided. If a required subject area is not specified on the master schedule (e.g., Health), then download the [matrix](#) to indicate where each content specification is taught. When complete, upload the document.

**Guidance:**

A recent change to [Iowa Code 256.11](#). The health curriculum shall include age-appropriate and research-based information regarding the characteristics of sexually transmitted diseases, including HPV and the availability of a vaccine to prevent HPV, and acquired immune deficiency syndrome.

**Evidence: upload of building(s) master schedule(s) and matrix if needed**

## High School Program

### 3. High School Program, grades 9-12 (HSP1) 281—IAC 12.5

**Guidance:**

A “unit of instruction” is a course that is taught for at least 200 minutes per week for 36 weeks or for the equivalent of 120 hours of instruction. With “regular” scheduling, a year-long course is normally the equivalent of one unit of instruction. A semester-length course is normally the equivalent of ½ unit of instruction. With block scheduling, a “block-length” course taught for one semester is usually the equivalent of one unit. The same course taught in two different semesters does not count as two separate partial or full units of instruction.

**Courses offered through concurrent enrollment CANNOT be used to meet a district’s minimum program requirements (exception: Career and Technical Education).**

\_\_\_\_\_ a. English-language arts, six units (**HSPELA2**) 281—IAC 12.5(5)(a)

\_\_\_\_\_ b. Social studies, five units (**HSPSS2**) 281—IAC 12.5(5)(b)

**Guidance:**

All students in grades 9-12 must, as a condition of graduation, complete a minimum of one-half unit of United States government, one unit of United States history, and receive instruction in the government of Iowa.

\_\_\_\_\_ c. Mathematics, six units 281—IAC 12.5(5)(c)

\_\_\_\_\_ 1. Four sequential units preparatory to postsecondary educational programs **(HSPM2)** 281—IAC 12.5(5)(c)

\_\_\_\_\_ 2. Two additional units **(HSPM3)** 281—IAC 12.5(5)(c)

\_\_\_\_\_ d. Science, five units **(HSPS2)** 281—IAC 12.5(5)(d)

\_\_\_\_\_ 1. Full unit of Chemistry **(HSPS3)** 281—IAC 12.5(5)(d)

\_\_\_\_\_ 2. Full unit of Physics **(HSPS4)** 281—IAC 12.5(5)(d)

Guidance:

Full units of chemistry and physics shall be taught but may be offered in alternate years.

\_\_\_\_\_ e. Health, one unit **(HSPH2)** 281—IAC 12.5(5)(e)

Guidance:

It is not uncommon to find a one-semester (1/2 unit) health course (e.g., Health I) offered each semester. This would not meet the “offer and teach” requirement. Note: General Health courses are not the same as Health Occupations Education courses; there is a difference in licensure requirements.

\_\_\_\_\_ f. Physical education, one unit **(HSPPE2)** 281—IAC 12.5(5)(f)

\_\_\_\_\_ 1. A minimum of 1/8 unit of PE is offered and taught each semester **(HSPPE3)** 281—IAC 12.5(5)(f)

Guidance:

All physically able students shall be required to participate in the program for a minimum of 1/8 unit each semester they are enrolled except as otherwise provided in 281—IAC 12.5(5)(f). 1/8 unit equates to 900 minutes (50 minutes per week over an 18 week semester). If the district is not providing physical education during each term (semester) and does not have a Department approved physical education waiver, the district is out of compliance. There is no requirement that physical education be taught each period of the day.

\_\_\_\_\_ g. Fine arts, three units **(HSPFA2)** 281—IAC 12.5(5)(g)

\_\_\_\_\_ 1. Fine arts instruction includes at least two of the following: dance, music, theater, and visual arts **(HSPFA3)** 281—IAC 12.5(5)(g)

\_\_\_\_\_ h. Foreign language, four units **(HSPFL2)** 281—IAC 12.5(5)(h)

Guidance:

The foreign language program shall be a four-unit sequence of uninterrupted study in at least one language. All high schools shall offer and teach the first two units of the sequence. The third and fourth units must be offered. However, the Department of Education may, on an annual basis, waive the third and fourth unit requirements upon the request of the board.

If the district is not teaching the third and/or fourth year of a foreign language and does not have a Department-approved foreign language waiver, the district is out of compliance **(HSPFL3)**.

\_\_\_\_\_ i. Vocational education (career and technical education), five units **(VEN1)**  
281—IAC 12.5(5)(j)

Guidance:

The school must offer and teach five units of occupational education subjects, but there is broad discretion as to the kinds of subjects to offer. 281—IAC 15.5(5)(j) states that the subjects “may include, but are not limited to

programs, services, and activities which prepare students for employment in business or office occupations, trade and industrial occupations, consumer and family sciences or home economics occupations, agricultural occupations, marketing occupations, and health occupations.

Instruction shall be competency-based and articulated with postsecondary programs of study. The school may meet the articulation requirement either directly with a post-secondary program or through a sharing agreement with a public district that includes career and technical education articulation agreements.

**Evidence: school/district upload of master schedule and course description book (or link to online versions)**

## Attendance Center and Course Enrollment Data

### 4. Attendance center and course enrollment data review (grades 9-12) demonstrating the following:

\_\_\_\_\_ a. Attendance center and course enrollment data disaggregated by race, national origin, gender, and disability (EQ4) are reviewed annually (EQ3). 281—IAC 12.1(1)

Guidance:

Each school district shall take affirmative steps to integrate students in attendance centers and courses. Schools and school districts shall collect and annually review attendance center, and course enrollment data. Gender segregation, racial isolation, and disability isolation do not constitute a violation of law in and of themselves. When these conditions exist, the district is required to do a review of its policies and practices to ensure that they are not contributing to isolation, to segregation, or to the denial of access to universal instruction for subgroups of students. In addition, steps must be taken by counselors and teachers to recruit students into the course, the program, or the activity. Additional guidance can be found at this link: [Attendance Center Course Enrollment](#)

- **Evidence: upload of minutes or notes from an annual review.**

**Areas to be reviewed with no additional uploads required of district.**

- **Calendar**
- **Appropriate staff licensure**